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California child care centers were established in 1943 to supply services to children of working mothers. The child care program provides, within nursery and school-age centers, care and educational supervision for preschool and elementary school age children. The philosophy of the child care center program is based upon the belief that each child deserves an opportunity for total and full development. Those responsible for the program are challenged to create an environment which fosters the physical, mental, emotional, and social development of all the children in the centers.

Objectives of the program include fostering and protecting the child's physical health, promoting emotional stability, encouraging the development of self-identity, creating an environment in which each child may participate as an individual within the group, providing social experiences which will stimulate a sense of personal responsibility and an awareness of the rights of others, providing a wide range of creative experiences, encouraging the development of language and conceptual skills, helping the child develop habits which lead to effective learning, offering a variety of experiences that will satisfy and stimulate the child's curiosity about the world around him, and helping parents achieve increased understanding of children and of their parental role.

Specific areas of learning, teaching methods and procedures, materials and equipment, and educational values are delineated. Two appendices discuss the continuity of language development and science education. A bibliography is included.

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CURRICULUM GUIDE

CHILD CARE CENTERS

CALIFORNIA STATE DEPARTMENT OF EDUCATION

MAX RAFFERTY • SUPERINTENDENT OF PUBLIC INSTRUCTION

A CURRICULUM STATEMENT ON CHILD CARE CENTERS

FOREWORD

California child care centers, administered by the governing boards of school districts, and county superintendents of schools, provide an important service to children, parents, and to the community.

Since the inception of the child care center program which was established in response to war-created needs and has been continued for over two decades, the importance of these centers as a supplement, for many children, to home and school experiences has become increasingly recognized and the role of the center as it relates to home, school, and community has become more clearly defined. Growth in awareness of the potentialities of the centers in providing a significant educational service to families has been accompanied by a sharpened recognition of the need for a planned curriculum designed to meet children's needs and interests.

It is hoped this guide will be used provisionally as a major resource by child care personnel, school administrators, and teacher training institutions who have the major responsibility for designing curricula which provides a wide variety of enriching experiences which will enable children to learn about themselves and the diverse world in which they live.

Max Rafferty

Superintendent of Public Instruction

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THE CALIFORNIA CHILD CARE CENTERS PROGRAM*

"The California Legislature for the past two decades has recognized the need for services for children of mothers who must of necessity work outside their homes.

"In January of 1943 the California Legislature enacted a bill authorizing the establishment of a State-wide Child Care Centers Program under the administration of the State Department of Education and local school districts.

"The function of the program is to provide, within nursery and school-age centers, care and educational supervision for children from two years of age through the elementary school years during the long hours their mothers are at work.

"The California Legislature, from the inception of the program in 1943, established a unique pattern by placing the administration of the child care centers under the State Department of Education and local school districts for reasons as valid today as they were many years ago.

"It was recognized from the first that wherever children are brought together in groups, education, whether desirable or undesirable, goes on. Therefore, the State delegated to the Department of Education, which has as its primary concern the total educational needs of children, the responsibility for setting standards for the child care centers. The purpose was to guarantee for the children the best possible opportunity to grow into healthy, well-adjusted adults, able to assume their responsibilities as citizens in our society."

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* Excerpted from A Brief on the California Child Care Centers — Northern California Child Care Directors and Supervisors Association

PHILOSOPHY OF THE CHILD CARE CENTERS PROGRAM IN CALIFORNIA

The philosophy of the Child Care Centers Program is based upon the belief that each child deserves an opportunity for total and full development. Children come to the child care centers from varied backgrounds, at different levels of maturity, each with his own unique ability to give and receive. Those responsible for the program are challenged to create an environment which will foster the physical, mental, emotional and social development of all the children in the centers.

Each child needs a wide range of experiences in order to develop as he grows from one age level to the next. A warm, accepting atmosphere helps a child make the transition from home and family to group living with his peers, and to adults new to him.

Learning is an ongoing process which begins for each child in his home and is continued as his horizons expand. There is a relationship among all areas of a child's learning. Experience in the child care centers should complement what the child is learning in the home and the school as he progresses from home through nursery school and then on to the classroom. The child care centers serve as an extension of the educational system of the public schools by providing planned learning opportunities at the pre-kindergarten level and enriching experiences in the centers' school-age program.

Teachers with broad academic backgrounds, including child development and early childhood education, are essential if the children are to derive maximum benefit. Because a child's experiences in his early years are of utmost importance in determining his later learnings and adjustments, his first teachers should be especially understanding and skillful. In addition, child care teachers should be accepting of parents and aware of the contribution parents can make. With the help of the parents and by means of a curriculum sensitive to individual progress, teachers assist each child in his first steps on the road to maturity.

OBJECTIVES OF THE CHILD CARE CENTERS PROGRAM IN CALIFORNIA

The fundamental aim of the Child Care Centers Program is to provide an environment in which the child can grow to his fullest potential. The child care center offers a curriculum derived from the needs of the growing child and dedicated to his maturation. These are the objectives of that curriculum:

To foster and protect the child's physical health

To promote emotional stability

To encourage the development of self-identity

To create an environment in which each child may participate as an individual within the group

To provide social experiences which will stimulate a sense of personal responsibility and an awareness of the rights of others

To provide a wide range of creative experiences

To encourage the development of language and conceptual skills

To help the child develop habits which lead to effective learning

To offer a variety of experiences that will satisfy and stimulate the child's curiosity about the world around him

To help parents achieve increased understanding of children and of their parental role

INTRODUCTION TO THE CURRICULUM STATEMENT

The increase in public awareness of the significance of early childhood experiences in relation to later learning has resulted in a demand for information about the Child Care Centers Program.

Legislators are studying plans for aiding disadvantaged children, including those of pre-kindergarten age. School administrators and teachers are studying the influence of out-of-classroom experiences on their in-classroom curricula. Parents are concerned with what constitutes a good program for young children. Child care staff members are evaluating curriculum needs and seeking ways of interpreting the program to the community.

Responding to the request of the State Department of Education, a committee of people long experienced in educating young children, have prepared this Curriculum Statement. Far from being an exhaustive description of all facets of the child care centers curriculum, this is a brief presentation focused on certain major areas of learning.

The emphasis in this publication is chiefly upon the experiences which are provided for three and four year olds. For the purpose of showing the continuity of learning from the earliest years onward, the Appendix includes statements on Science and on Language Development prepared by Miss Ruth Overfield, a member of the committee, and Curriculum Consultant, Bureau of Elementary Education, State Department of Education.

The objectives of this Curriculum Statement are based upon the State-wide objectives for the program as a whole as outlined on page 3 of this publication.

The members of the committees are:

Theresa S. Mahler, Chairman
Director, San Francisco Child Care Centers
Maxine Christopher, Director
Oakland Child Care Centers
Barbara D. Gleason, Director
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Madelon Halpern, Head Teacher
San Francisco Child Care Centers
Dorothy Hansen, Curriculum Consultant
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Ruth Overfield, Consultant in Elementary Education, Calif. State Dept. of Education
John R. Weber, Supervisor of Child Care Centers, Calif. State Dept. of Education

PROTECTING HEALTH AND GROWTH

In order to build a foundation for healthy living for every child, the child care center provides a safe environment in which good health habits are learned through established routines and maximum growth is fostered through a dynamic nutrition program.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Health habits	Checks health of each child before he joins group	Inspection table and flashlight	Develops awareness of hygiene
		Facilities for isolation from group	Cooperates with the teacher
	Provides environment which encourages child to help himself in dressing, eating, toileting and other health routines	Proportioned lockers, shelves, sinks and toilets for each age group	Learns to follow routines automatically
	Protects child with proper outer clothing for changing temperatures	Extra clothing	Associates awareness of own needs with solutions to them
			Verbalizes his own physical needs
	Observes the individual child in order to detect stress, fatigue, or possible illness		Assumes some responsibility for meeting his own needs
Rest	Establishes regular times for rest in a relaxed, quiet environment	Cots, bedding and mats Adequate space	Begins to relax in a group situation
			Learns the rhythm of alternating rest with activity

PROTECTING HEALTH AND GROWTH

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Daily nutrition	Creates a pleasant and relaxed environment	Tables and chairs of correct size, proportioned to one another	
	Demonstrates interest in food and enjoyment of mealtimes through her own attitude	Proper and attractive table service	Masters eating procedures and correct use of utensils
	Correlates child's food consumption with length of day in the center	Breakfast, morning and afternoon nutrition and major meal at noon	Enjoys sociability of eating with other children
	Serves food in relation to child's individual needs		Learns to like the foods he needs
	Encourages the child to eat well-balanced meals	Foods selected for nutritional balance, ethnic interest and seasonal variation	Enlarges his food vocabulary and experience with food tastes
	Introduces new foods, including some the children prepare	Child-sized kitchen equipment and use of cooking facilities	Engages in simple cooking experiences
Safety measures	Organizes the environment for order and safety	Sufficient space for well-defined play areas and traffic patterns	Uses play equipment in ways which are safe for him and for the group

PROTECTING HEALTH AND GROWTH

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Safety measures	Sets and explains rules for group play and gives instructions for correct use of equipment	Sturdy and well-designed equipment	Develops a healthy sense of personal abilities and limitations
	Keeps materials and equipment in good repair		Handles equipment properly and with care
	Alternates vigorous and quiet activities to avoid overstimulation	Time limits for strenuous activities	Recognizes his own need for rest
	Knows elementary first-aid practices and emergency procedures	Organized emergency drills	Learns to respond automatically to instructions relating to emergency situations

FURTHERING PHYSICAL DEVELOPMENT

The child care center establishes an environment in which each child, in terms of his own physical structure and level of maturation, can develop body coordination and movement skill with growing satisfaction in his own progress.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Physical environment	Provides furniture and equipment for use in relation to the child's age, size and developmental abilities	A variety of proportioned tables, chairs, shelves and play equipment	Feels secure through body comfort Acquires good posture
	Maintains a high standard of illumination, temperature, ventilation and sanitation throughout the day	Indirect lighting Efficient sources of heat and fresh air Clean and orderly materials and equipment Lavatory facilities	Develops an awareness of healthful living conditions
Body coordination	Establishes procedures for appropriate use of space and equipment	Indoor and outdoor space for free movement	Progresses from random body movement to regulated movement
	Arranges equipment and supervises its use for free activity to provide a good balance between vigorous, large-muscle and quiet, small-muscle play	Climbing apparatus Wheel toys Balance devices Large building blocks Safe equipment in good repair	Gains confidence in his own body and body skills Succeeds in linking large muscle control with visual perception of his activities

FURTHERING PHYSICAL DEVELOPMENT

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Body co-ordination	Facilitates the development of maturity through challenging experience		Increases ability to focus vision simultaneously with body movement Strengthens musculature to achieve complicated physical coordination
Movement skills	Provides music for a variety of movement: marching, hopping, rolling, skipping	Spacious, defined music area Musical accompaniment, instruments and accessories	Extends range of body responses to include rhythmic movements
	Stimulates dramatic expression in movement and in game form	Fantasy materials and costumes	Learns to move in unison with other children Experiences pleasure in creative movement Expresses meaning in movement by acting out
	Offers a range of materials adapted to the movement skill level of each age group	Walking boards Balls Rubber tires Skates and jump ropes	Develops ability to repeat actions successfully: climbing steps, jumping ropes
	Introduces new activities and games and encourages the child by her own participation		Improves coordination to catch, hold, thrust, point, grip

FURTHERING PHYSICAL DEVELOPMENT

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Manipulation	Teaches the disciplined use of fingers and hands by offering a wide variety of manipulative activities	Clay and paints Table and unit blocks Assembling toys Sand, water and accessories Eating and pouring utensils Woodworking materials	Gains satisfaction through tactile experiences Acquires judgment in exercising control, based on sensory experiences
	Instructs the child in the proper use of utensils and tools Encourages the child to use utensils and tools wherever possible to extend range of skills		Coordinates eye-hand movements with thought processes Achieves dexterity in the handling of objects

FOSTERING EMOTIONAL DEVELOPMENT

The emotional development of each child is one of the primary concerns of the child care center. Every area of the curriculum involves experiences which can foster the development of healthy attitudes and feelings.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Establishment of rapport	Welcomes the parent and child to establish friendly and confident relationships	Room arrangement and play materials inviting to the child	Gains the security necessary to enter into group activities
	Sets a warm, emotional tone by approaching the child calmly and receptively		Expands his feelings of trust
	Recognizes the individuality of each child		Develops a consciousness of himself as a person
	Allows the child ample time to gain a feeling of security in his new environment	Quiet corner for initial protection	
Self-discovery	Understands individual needs and capacities	Free room space	Experiences his full range of emotional expression
	Provides satisfying experiences consistent with the potential of each child	Range of activities which are challenging yet easy to accomplish	Strengthens his independence and sense of uniqueness

FOSTERING EMOTIONAL DEVELOPMENT

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Self-discovery	Encourages the child to use his own initiative and accept frustration	Variety of play experiences to stimulate interest	Builds a feeling of self-confidence and a willingness to experiment
Self-discipline	Guides the child towards an acceptance of the needs and behavior of others	Group games Organized play Group discussion	Learns to control himself in conditions of conflict, and sees his influence on others
	Establishes constructive patterns for verbalizing the relationships between the child and his peers	Toys which encourage collective play	Finds new and effective means of expressing anger and hostility
	Sets necessary and reasonable limits for the support and protection of the child and the group	Sufficient quantity of all equipment	Learns to respect authority and the restrictions imposed upon him Develops inner controls and the ability to take responsibility for his own behavior
	Supplies the means, through dramatic play, for the child to experience his emotions by acting out	Play-house corner Real life facsimiles: dress-up clothes, store, gas station, Tools and artifacts Books Posters and pictures Excursions Costumes	Discovers an acceptable way to relieve emotional tension Realizes and respects individuals and groups outside his immediate experience

GUIDING SOCIAL DEVELOPMENT

One of the ultimate aims of all education is to help the child become a participating member of society. In the child care center each child is encouraged to become a member of the group and to take part in activities which will help him achieve satisfying personal relationships.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Group life	Introduces the new child into his own age group	Name identification	Discovers a new world of peers
	Provides activities and plans an environment appropriate for each age level	Painting: easel, finger, mural Crafts	Shares the pleasure of accomplishment with his peers
	Encourages each child to participate according to his ability	Graded puzzles and games Construction toys	Begins to understand the benefits of cooperation
	Allows for periods of free social interaction	Outdoor free space Music and dance	Finds acceptance and learns to value leadership
	Maintains a standard of acceptable behavior by anticipating and redirecting conflicts		Learns to consider the rights and feelings of others
	Plans organized activities and formal social experiences	Excursions Puppetry Homemaking and cooking Parties Lunch time Story-telling Gardening	Learns how to subordinate himself for the achievement of a common goal Develops confidence in his ability to handle social situations

GUIDING SOCIAL DEVELOPMENT

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
School and community	Orients the child to the scope and routine of school life	The child care center	Gains security and familiarity with a school environment
	Eases the transition from permissive to classroom environment	Books and pictures Play school Stories about school	Develops a sense of anticipation and a good feeling about school
	Plans information projects for holidays, seasons, ethnic celebrations and special occasions	Arranges displays Art objects Patriotic symbols	Participates in activities related to public school observances
	Interprets ethnic and racial differences among people	Films Ethnic foods Costumes	Learns to accept on a basis of equality all the children in the group
			Develops an awareness and tolerance of the many peoples in this and other countries
	Identifies the various work roles and professional activities in the world	Story-telling Professional tools Excursions into the community	
	Discusses with the children the place of their mothers and fathers in the community		Gains some insight into the lives of adults and the social roles of the different sexes

DEVELOPING LANGUAGE ABILITIES

Since the effective use and comprehension of language is fundamental to all learning, a major function of the child care center is to help each child to acquire a basic vocabulary, the ability to communicate and the experience with concepts that will lead him to develop his intellectual potential to the fullest.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Speech fundamentals	Speaks in a well-modulated voice and in short, distinct sentences with correct pronunciation Uses a vocabulary adjusted to the child's understanding, but which will stimulate him to learn new words Teaches correct use of English Engages the individual child in relaying directions and instructions	Phonograph and records Tape recordings Reading to children Pictures, books, word-association and identification games Conversation Group discussion periods	Learns the correct use of language through mimicry Acquires the basic vocabulary for future learning Begins to enunciate and to be articulate Listens with discrimination
Self-expression	Offers an ever-changing variety of situations in which the child can verbalize real-life roles as he plays them Assists the child to freely verbalize his imagination and experiences	Dress-up clothes Home-making equipment and furniture Puppets	Experiences feelings of pleasure and satisfaction in his own expressiveness Gains a sense of his own importance and individuality

DEVELOPING LANGUAGE ABILITIES

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Self-expression	Urges the child to use words to express and relieve his feelings		Substitutes language for physical expression as an emotional outlet
Social expression	Encourages the child to use language as a means of communication within the group	Planned group discussion Visual aids Organized games	Develops the capacity to function effectively as a member of the group
	Allows for and respects cultural and ethnic differences in children's speech		Uses language persuasively and with respect for the rights and feelings of others
	Offers every child the opportunity to participate	Field trips Care of pets	
	Plans activities in which the children cooperate with one another	Group art activities Tape recording of children's verbal expression Play telephones	Learns to explain himself and to comprehend what others are saying to him
Intellectual development	Consciously chooses learning experiences which will introduce new concepts and terminology	Science materials and experiments Cookery	Enlarges his passive vocabulary and becomes familiar with concepts he will need when he learns to read
	Organizes sequence of experiences to relate learned concepts to new ideas	Group discussions Field trips	Discovers a capacity to differentiate and generalize

DEVELOPING LANGUAGE ABILITIES

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Intellectual development	Presents poetry, stories and technical descriptions which stimulate vocabulary expansion	Books and pictures for children Stories and poems by children Records and tapes Films and film strips	Extends attention span Relates cause-effect, before-after and similar concepts Facilitates the enjoyment of language Deepens sensitivity to the beauty and power of language
	Makes opportunities to emphasize similarities and differences in words	Word games Matching games Picture cards	Increases the awareness of the meaning of words
	Encourages the child to recall and describe his experiences with accuracy	Planned discussion periods	Develops precision of expression and a correct sense of fact Reinforces memory by reproducing what he has learned

BUILDING MATHEMATICAL CONCEPTS

The child care center aids the child in building a foundation in mathematics by providing activities with numbers and measurement and by offering firsthand experiences which require quantitative operations in their performance.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Enumeration and comparison	Counts objects and equipment and encourages the child to relate symbol to number	Familiar objects in multiples Songs Finger plays Rhymes	Learns names and sequence of numbers
	Counts in relation to children, days, calendar and age		
	Provides learning experiences in numerical relationships of large to small, many to few and part to whole		Becomes familiar with variation in quantity
Measurement and quantitative operations	Supplies blocks in unit and fractional sizes	Table, floor and hollow blocks Lengths of wood	Solves problems of dimension, area and balance
	Utilizes firsthand experiences for measuring by allowing the child to "do" for himself	Pouring milk	Experiences idea of exact portion and learns the vocabulary of common measurement
	Creates situations where child may have a variety of experiences in pouring, filling, lifting and weighing	Water and sand play: measuring cups, containers, sieves and funnels Cooking: scales and balances	Appreciates the difference in weight to size through kinesthetic experiences

BUILDING MATHEMATICAL CONCEPTS

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Measurement and quantitative operations	Communicates the sequences of the school day	Clock Stories and songs Daily routines	Develops a sense of time in preparation for learning to read the clock
	Makes comparisons between day and night, yesterday, today and tomorrow, and young and old	Calendar Birthdays Seasonal activities Holidays	Distinguishes immediate past, present and future

EXPLORING SCIENCE CONCEPTS

Every young child is curious about the physical world. It is the aim of the child care center to satisfy and further stimulate that curiosity by giving the child direct experiences with natural phenomena and by encouraging him in his exploration, observation and experimentation.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
The physical environment	Guides the child's exploration of the natural world and helps him arrive at logical explanations for what he observes	The earth and the sky Living things Rocks and minerals Machines Products Field trips	Extends curiosity toward a desire for fact and significant information Acquires the rudiments of a technical vocabulary and the capacity to make distinctions
	Utilizes source materials to increase the child's understanding	Encyclopedias Maps and globes Libraries Museums	Becomes familiar with reference material as a learning resource
Nature study	Plans projects that will enable the child to observe natural phenomena and processes at close range	Books, pictures and displays Seeds and plants Magnifying lenses Pets Terrariums and aquariums	Experiences a detailed and long-range study of objects in an experimental context
	Teaches the child the various parts and functions of his own body, using correct terminology	Books, pictures and charts Songs and rhymes	Understands himself as a biological organism

EXPLORING SCIENCE CONCEPTS

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Science and technology	Offers materials and devices which permit the child to experiment with fundamental properties of matter and energy	Magnets and prisms Pulleys and wheels Batteries and light bulbs Cooking experiments Balancing boards Films	Gains firsthand experience with scientific principles
	Explains the operation of mechanical objects in the child's everyday world	Common objects: plumbing, clocks, cars and trucks	Learns to feel safe as he becomes acquainted with unfamiliar machinery

EXPERIENCING AESTHETIC CONCEPTS

The child care center places strong emphasis on the development of the child's natural feeling for rhythm and beauty by offering him the materials and opportunity for free, creative expression in music, dance and the arts.

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Sound and rhythm	Responds to child's awareness of actual sound in his environment	Wind, thunder, rain, running water, birds, insects and machinery	Differentiates sounds in the world around him and develops appreciation of the musical rhythm in his environment
	Schedules regular music experiences which allow the child to differentiate sound and experiment with a variety of instruments	Instruments: tone block, bells, drum, triangles, tambourines, castanets, gourds, piano, stringed instruments	Develops auditory discrimination and the ability to reproduce tone Extends attention span
	Leads the group in musical activities that encourage vocal and rhythmic participation	Songs Records and tape recorders Piano and stringed instruments Guest musicians	Expands musical range and learns a sense of rhythm Begins to appreciate music and the pleasure of singing songs
	Stimulates the child to express freely a wide range of rhythmic body movements in accompaniment to music	Dance space Manual and body movements according to age Scarves, hats, costumes	Derives satisfaction from spontaneous expression and finds joy in the use and control of his body

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Sound and rhythm	Provides occasions for group dancing and descriptive body movements		Learns by imitation new forms of social expression
	Uses quiet time for music appreciation	Records and tapes: classical, folk and ethnic music	Experiences good music in an atmosphere which is conducive to its enjoyment
Art expression	Supplies a variety of art media which allows for freedom and ease of expression at every age level	Age-graded drawing materials Paints Assemblage and collage Play dough and clay Construction and colored paper	Finds an expressive outlet for his creative energies in a disciplined "work" situation Feels accomplishment and gains respect for materials and tools
	Teaches techniques to help the child accomplish what he sets out to do		Learns the visual effect of line, color and form
	Recognizes the child's interest and encourages him to give form to his imagination		

EXPERIENCING AESTHETIC CONCEPTS

Areas of Learning	Teaching Methods and Procedures	Materials and Equipment	Educational Values for the Child
Art expression	Brings in materials and art objects which are decorative and offer experiences in texture, mass and in dimension	Fine art reproductions Pictures Found objects: driftwood, scraps of cloth, stones, ceramics	Becomes aware of the beauty in his surroundings and develops a sense of values
Room atmosphere	Creates a visually attractive atmosphere in the room by good design and the use of displays and centers of interest	Flowers and dried arrangements Plants Pictures and picture frames Center-of-interest corner Mobiles Displays of children's work	Benefits from being in an environment of orderliness, good taste and beauty

APPENDIX

LANGUAGE DEVELOPMENT

A child's education begins when he enters the world, and the quality of the experiences he has in his earliest years will help to determine the richness or poverty of his adult life. At the core of his learning is the development of language -- that human achievement which sets man apart and makes him capable of great accomplishment.

Each child must learn the particular system of communication that is commonly accepted and adopted by his culture in order to communicate with others and to express his thoughts as an individual. The system of the culture is old and is made up of a multitude of symbols that have taken on meaning through association with past experiences. The child is new in the world and has a limited background of experiences. His task is to master the symbols of the language and put them to his use. It is a large assignment and education at all levels and in all areas of the curriculum seeks to help the child or student in his huge learning task.

Mastery of language skill in any intermediate or upper grade or even in college has its beginning in the curriculum of the nursery school. A comparison of the objectives of nursery school teaching in language and the topics listed for study in the eighth grade language textbook illustrate the continuity of language development.

Language objectives for nursery school	Topics in eighth grade text
Working for effective expression	Working for effective expression
Increasing knowledge of meanings of words	Varying sentences
Increasing precision of expression	Structure and arrangement
Encouraging creativeness in use of language	Improving word choice
Developing sense of pleasure and humor in use of language	Improving speaking habits
	Learning to have a good discussion
	Improving conversation habits

LANGUAGE DEVELOPMENT

Language objectives for nursery school	Topics in eighth grade text
Increasing skill in hearing and saying sounds	Learning to give directions and explanations
Gaining awareness of need for listener to understand	Improving use of body and voice
Increasing listening skills Learning what to listen to Learning when to listen	Reading aloud Telling stories Giving reports Choral reading
Building attitude of appreciation for books and what they offer	Listening Learning to be a good listener Listening to directions and explanations Building good TV, radio habits
Associating meaning with pictures	Improving reading habits Reading for different purposes Reading graphs and pictures Developing skill in selecting central thought and outlining
Finding answers to questions raised through observation, experimentation and use of books	Finding and using information Using reference books Reports on reading
Associating oral language with written and printed symbols	Improving writing skills Reviewing punctuation, capitals, form Improving spelling Improving sentences Improving paragraphs
Beginning to coordinate finer muscles needed in writing and printing	

SCIENCE IN THE NURSERY SCHOOL PROGRAM

The young child who comes to nursery school is already launched upon an informal program of investigation of his physical and social surroundings. The nursery school curriculum provides an environment that extends his firsthand investigations and helps him to integrate the results meaningfully into knowledge he has already acquired. The selection of what goes into the environment, together with the encouragement given to observation, investigation and discovery of relationships, forms the basis for science learnings in nursery school.

With the guidance of the teacher, the child can take early steps toward achieving the purposes of science education as identified in a recent State Department of Education Bulletin, Science Curriculum Development in the Elementary School. The Bulletin states:

> . . . that the primary purposes of science teaching in the elementary schools are to help children acquire the following:
>
> Knowledge and understanding of natural phenomena and familiarity with the physical and biological environment in terms of fundamental concepts
>
> Understanding and appreciation of the nature of science as a study of natural phenomena based on observation, investigation and the discovery of relationships
>
> Ability in use and development of the rational powers of the mind
>
> Understanding and appreciation of the relation of science to the activity of man

SCIENCE IN THE NURSERY SCHOOL PROGRAM

The Bulletin has organized the fundamental concepts of science into four strands for teaching in all grades through activities appropriate to each age level:

Variety and Pattern	Interaction and Interdependence
Continuity and Change	Evoluntary Development

The Bulletin recommends that all curriculum be planned to contribute to the child's understanding of these basic ideas.

Each strand can be developed through study of any branch of science. For use in elementary schools a division into the following branches has been suggested:

Living Things	The Universe
The Earth	Matter and Energy

Following are some examples of planned experiences in the nursery school which relate to the concepts set forth in the curriculum for the elementary level:

Observing and noting differences in fish and frogs is one kind of activity that develops understanding of Variety and Pattern in the study of Living Things.

Handling sand, recognizing its grainy feel, its loose and flowing quality and its weight, contributes to the understanding of Variety and Pattern in the study of The Earth.

Observing and comparing the differences between day and night are first steps in recognizing Variety and Pattern in the study of The Universe.

> Handling a magnet and discovering what it will and will not do contributes to understanding of Variety and Pattern in the study of Matter and Energy.

Nursery curriculum can also be planned to develop concepts of Continuity and Change in each of the areas of suggested content. This can be done, too, for the Interaction and Interpendence strand and the Evoluntionary Development strand.

A further breakdown of the divisions of science content is made in the Bulletin for primary, intermediate and upper grades in order to suggest generalizations that it is to be hoped would emerge after children have had numerous guided experiences with specific facts. Those for the primary grades, listed on pages 14 and 15*, offer suggestions for appropriate generalizations to develop in the nursery school curriculum.

The curriculum of any level of education needs to provide a balance of information from all areas of content that can constantly be related in a manner that gradually accumulates understanding of all four strands that make up the structure of science.

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*See References, pg.

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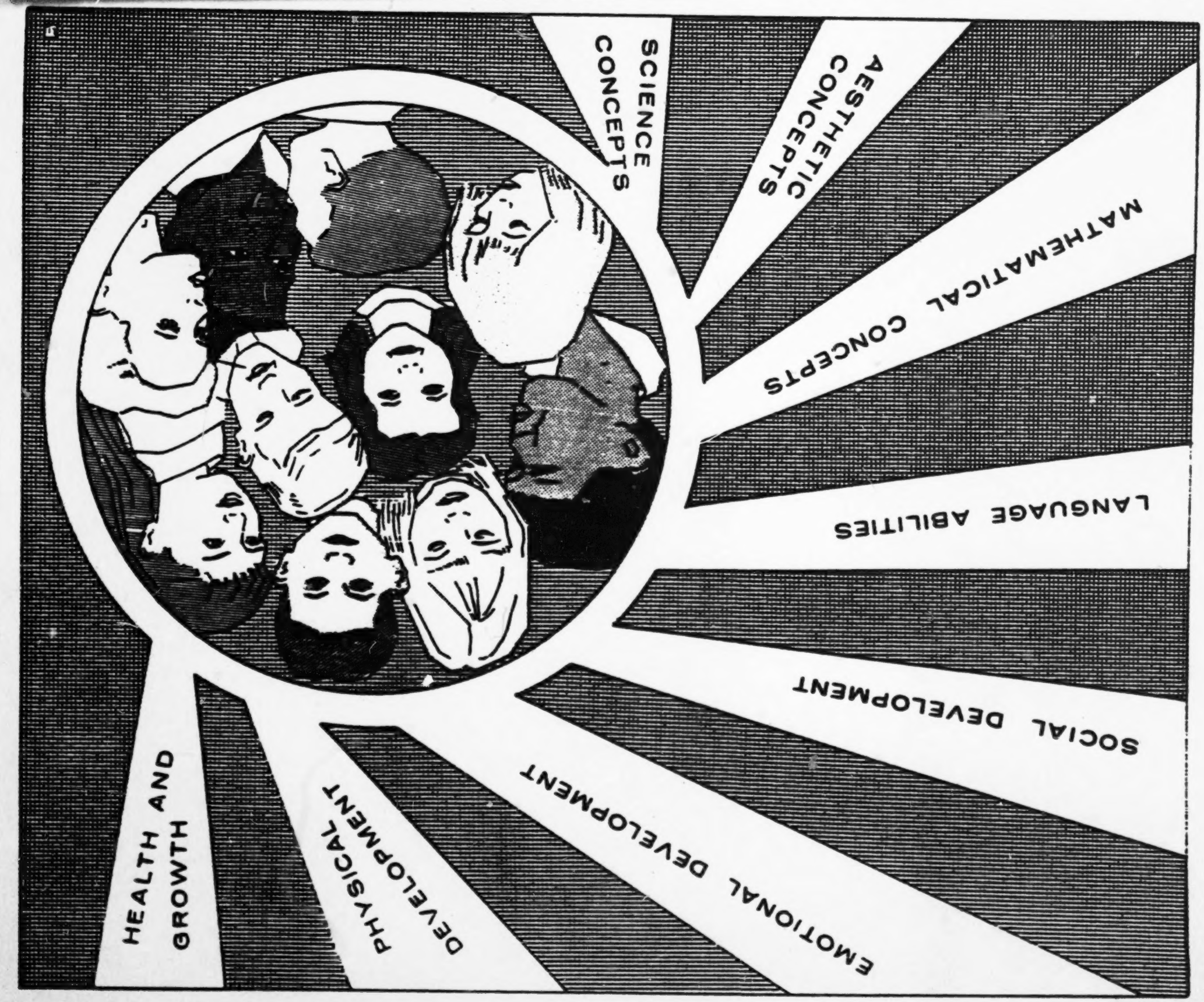
SCIENCE CONCEPTS
AESTHETIC CONCEPTS
MATHEMATICAL CONCEPTS
LANGUAGE ABILITIES
SOCIAL DEVELOPMENT
EMOTIONAL DEVELOPMENT
PHYSICAL DEVELOPMENT
HEALTH AND GROWTH